



NCFE USER GUIDE TO VISIT REPORTS

www.ncfe.org.uk

JANUARY 2010

Where Service Matters

ncfe

About Us

NCFE is one of the UK's fastest growing national awarding bodies, designing and awarding qualifications that are nationally recognised to meet the needs of learners and employers.

NCFE is recognised as an awarding body by the qualifications regulators ('regulators') for England, Wales and Northern Ireland. The regulators are the Office of the Qualifications and Examinations Regulator (Ofqual) in England, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales, and the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland.

We provide a wide range of qualifications accredited by the regulators at different levels and in a variety of subject areas. We also offer NVQs, Key Skills, Basic Skills, Functional Skills and Entry Level qualifications.

Our aim is to give individuals the mix of skills, knowledge and understanding they need to bring them closer to fulfilling their personal goals. Our qualifications and awards are used by centres across the UK including schools, colleges, adult education centres and training providers.

We're a registered educational charity and a company limited by guarantee. Our charitable aim is 'to promote and advance the education and training of young persons and adults'.

Customer Service – the NCFE way

NCFE is passionate about providing exceptional customer service and exceeding your expectations.

We think our approach to customer service makes us different – easy to do business with, flexible and responsive.

We rely on your feedback to let us know whether we're providing the right kind of products and service. We carry out a number of surveys and focus groups throughout the year, but you don't have to wait until then to tell us what you think. If you want to give us your thoughts you can email feedback@ncfe.org.uk or just pick up the phone and tell us!

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Introduction

At NCFE we want to ensure that our centres feel supported and confident when running our qualifications. We've put this guide together to offer an explanation of each of the main sections of the visit report. We want to help you as much as possible and we want you to use any recommended '**Action Points**' or '**Suggestions**' in your reports to help you achieve Direct Claim Status (DCS).

NCFE visit reports are the same for each course. Reports do differ slightly for subjects such as Key Skills and NVQs but their requirements are basically the same. We want all our centres to progress as much as possible and gain DCS. DCS can be used as a celebration of all the hard work put into making the course a well balanced learning experience for your candidates. We're keen to see you succeed as a centre so sit back, relax and let us unravel the NCFE report.

The NCFE Report

NCFE visit reports are divided into sections and include the following:

- Centre Details
- Previous Action Points
- Management Systems
- Resources
- Monitoring the Assessment Process
- Internal Moderator or Internal Verifier
- Sampled Candidates
- Feedback to Centres
- Action Plan for Centre
- Action by External Moderator/Verifier/NCFE
- Additional Information Sheet

Within some sections, the main subject areas are sub-divided into elements such as 3.1, 3.2 etc. these are graded using our 5-point scale. Your External Moderator/Verifier (EM/EV) will assess each point and grade it.

The NCFE grades used are:

- 1 Excellent (no action required)
- 2 Above average (modifications suggested)
- 3 Partially meets requirements (action required)
- 4 Unsatisfactory (immediate action required)
- 5 Not applicable

It's important to remember that each element is graded, and not the overall report: this is to prevent a situation whereby one or 2 lower graded sections could bring an overall grade down.

At NCFE we want our processes to be clear to customers so here you'll find out what is required to achieve grade ones and DCS. The statements within the report sections identify the systems/evidence that need to be in place to successfully administer the assessment and moderation requirements of an NCFE qualification. If your report has grades of below one then section 9 of the report will offer an explanation followed by either an '**Action Point**' or a '**Suggestion**'.

Direct Claim Status (DCS)

As your centre progresses, your reports are likely to require less action. To encourage best practice, NCFE offers a reward system called Direct Claim Status (DCS). DCS is achieved after a centre has received 2 consecutive reports for a qualification which has grades of ones and 2s and no outstanding action points. Centres who achieve DCS will receive confirmation from us meaning you can then claim candidate certificates without the EM/EV's signature.

The Report Sections in Detail

Over the following pages we'll take a look at each report section and investigate just what the EM/EV is asking you to do.

Centre Details

External Moderator Report (NQF Qualifications Only)		<i>Where Service Matters</i> 	
Section 1: Centre Details		NCFE Contacts	
Centre Number:		Centre Support Assistant:	
Centre Name:		Name:	
Centre Address:		Email:	
		Telephone:	
Head of Centre:		Business Development Manager:	
Email Address:		Name:	
Telephone Number:		Email:	
		Telephone:	
Qualification Contact:			
Email Address:		Business Development Officer:	
Telephone Number:		Name:	
		Email:	
Qualification Code:		Telephone:	
Qualification Name:			
		External Moderator:	
Visit:		Name:	
Visit Date:		Email:	
Visit Duration:		Telephone:	
Session:			
Batches			
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Page one of the report provides details of NCFE staff who can offer advice and guidance on your course. You'll also find the contact details of your EM/EV here.

During a visit you should inform your EM/EV of any changes required such as names and telephone numbers which they'll pass on to NCFE. Your EM/EV won't be able

to make changes directly themselves: this is done by staff at Head Office.

This section also shows all batches registered by your centre. You may need to check this information with your EM/EV before or during the visit.



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Previous Action Points

External Moderator Report (NQF Qualifications Only)

Where Service Matters



Section 2: Previous Action Plan

Has the centre carried out the actions agreed with the External Moderator regarding:

	Fully Actioned	Some Actions still outstanding	No Action has been taken	No action required from previous plan
Management Systems & Administrative Arrangements (including Equal Opportunities, Appeals and Access to Assessment Policies and Procedures)				
Resources (Physical/Staff)				
Assessment				
Internal Moderation				

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If this is your first report 'No Action Required' will be marked in the report columns. After a few visits this section could form the starting point of discussions with your EM/EV and it'll be an opportunity to present any

evidence gathered between reports. This section isn't graded and it invites you to present evidence which you feel meets the requirements of previously set 'Action Points' or 'Suggestions'.

Management Systems

This is the first graded section of the report. Below you'll find the statements used in the report followed by an **Explanation**. These explanations detail what the EM/EV is looking for. Each explanation has an example of evidence which could be used to meet either the '**Action Point**' or '**Suggestion**' but remember there is more than one way to achieve a successful outcome, so talk to your EM/EV about how you can move forward.

Centres often set up a 'course file' for each of the NCFE courses offered. A 'course file' is an opportunity to store all course related documents together so they're available to all staff involved in your course. A central filing system will help organise your course and enhance the presentation of information during your visits. Your EM/EV will be able to offer advice on the typical content of a 'course file' should you need help.

Overleaf we'll be taking a more detailed look at the graded sections.

External Moderator Report (NQF Qualifications Only)

Where Service Matters



For Information: Sections 3-6 are to be graded using the 5-point scale described below. The statements identify the systems/evidence centres have in place for the delivery, assessment and moderation of this qualification. Any actions identified will be highlighted in Section 9 of the report.

1 = Excellent (no action required)

4 = Unsatisfactory (immediate action required)

2 = Above Average (modifications suggested)

5 = Not applicable

3 = Partially meets requirements (action required)

Section 3: Management Systems

		1	2	3	4	5
3.1	There is active senior management support for this programme					
3.2	There is an effective communication system between all levels of staff and in all directions (including satellites, placements and peripatetic staff)					
3.3	Staff responsibilities and authority are clearly defined in relation to the programme being delivered					
3.4	Time is allocated for regular team meetings for all staff involved in the teaching, assessment and internal moderation of the programme					
3.5	Adequate induction information is available for new staff members					
3.6	An appeals procedure is available to all candidates					
3.7	An Equal Opportunities/Access Policy is available to all candidates					
3.8	The implementation of Equal Opportunities/Access/Appeals Policy is reviewed and there is evidence to support this					
3.9	This Assessment is mostly: 1 = at the main site 2 = satellite site 3 = in the workplace					
3.10	The internal moderator(s) are mostly: 1 = based at the main site 2 = satellite site					

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Management Systems (continued)

3.1 There is active senior management support for this programme.

Explanation

You're being asked to demonstrate that the NCFE course is supported by senior managers within your centre. It's important that senior management fully support the course and they're able to offer help to those involved in the assessment of the programme. Senior management should have copies of the course specification which can be found on our website – www.ncfe.org.uk.

Evidence to meet this point could include written confirmation of support from senior managers to run the programme and a copy of your curriculum development plans. Other evidence could include policy documents highlighting who's responsible for management of the assessment and internal quality assurance related to the course.

3.2 There is an effective communication system between all levels of staff and in all directions (including satellites, placements and peripatetic staff)

Explanation

Evidence of staff meetings and the use of email are forms of effective communication systems. If it's difficult to bring staff together because they cover a wide geographical area, minutes of meetings should be shared and kept for review. It's good practice to share all EM/EV reports with all Internal Moderators and Assessors associated with the programme. If this doesn't happen, staff may develop different ways of working and candidates could be disadvantaged through differing levels of assessment.

Evidence to meet this point could include a record of emails, feedback offered by remote staff and completed course questionnaires covering specific problem areas rather than a 'blanket' approach seen in the general design of a questionnaire. Any changes to course delivery need to be shared with all involved and recorded as being received.

3.3 Staff responsibilities and authority are clearly defined in relation to the programme being delivered.

Explanation

All staff involved in the internal moderation and assessment process must be familiar with the learning outcomes stated in our Qualification Specifications. Staff allocated to the course delivery should understand their role in the assessment process.

The management role includes acting as the quality assurance link in the assessment process by making sure that appropriate staff are allocated to the programme and that they're sufficiently competent to assess the course.

Evidence to meet this element could include copies of your staff development policy and evidence of its implementation. It may also be relevant to show copies of staff CPD records. Organisational charts are also useful in explaining the various departmental roles.

3.4 Time is allocated for regular team meetings for all staff involved in the teaching, assessment and Internal Moderation/Verification of the programme.

Explanation

The main aim of team meetings is to promote good practice within your team and to ensure you have a standardised approach to assessment and Internal Moderation/Verification of candidates' evidence which is consistent with the assessment criteria set for each course. If it's difficult to hold regular team meetings, evidence should be collected to demonstrate that standardisation is taking place and relevant information is being shared with all staff involved with the programme.

Evidence to meet this point could include minutes of team meetings or evidence that standardisation meetings have taken place. Remember that the process of standardisation can be explained in more depth during the NCFE Assessor and IM training. If you feel unsure about this area you can also seek advice from your EM/EV.

3.5 Adequate induction information is available for new staff members.

Explanation

All staff associated with the course need to be familiar with the programme and the NCFE Qualification Specification. It's good practice to hold an induction session for all Assessors and IM/Vs involved and it's also good practice to ensure that all staff are given a copy of the NCFE Qualification Specification before they become involved in the course. Staff new to a portfolio style of learning and assessment could be supported by more experienced staff or by attending the NCFE Assessor and Internal Moderator training course which is held throughout the year. Go to the events section of our website www.ncfe.org.uk/events to find out more and to find out details of our training dates.

Evidence to meet this point could include minutes of staff meetings and an attendance record. For new staff joining the programme, an individual meeting should take place as soon as possible and a record should be kept of the information shared. Remember that the IM/IV needs to take responsibility for their Assessors and offer support when needed.

3.6 An appeals procedure is available to all candidates.

Explanation

Your course file should contain a copy of the current Appeals Policy used in your centre together with a description of how the process can be implemented. All staff and candidates must be given information describing the appeals procedure for the course. Centres are encouraged to develop their own appeals policy. However, in the beginning you may wish to look at the NCFE Appeals Policy for guidance which is available for download from www.ncfe.org.uk.

Evidence to meet this point could include a copy of your Appeals Policy (or an NCFE document) which can either be printed or PC based.

3.7 An Equal Opportunities/Access Policy is available to all candidates.

Explanation

As with the Appeals Policy, the Equal Opportunities information is generally held together and it should be shared with candidates during an induction. Senior managers should ensure that all staff and candidates

are given information describing the Equal Opportunities & Appeals Policies for each course. NCFE provides an Equal Opportunities Policy which is available to download from www.ncfe.org.uk.

Evidence to meet this point is much the same as for 3.6

3.8 The implementation of Equal Opportunities/Access/Appeals Policy is reviewed and there is evidence to support this.

Explanation

Centres should review their Equal Opportunities & Appeals policies to ensure that their procedures continue to be consistent with the regulatory criteria of the course and that they're applied properly and fairly in arriving at judgements.

Evidence to meet this point could include documentation used to implement this procedure and also records of any instances that may have occurred.

3.9 The Assessment is mostly:

- 1 = at the main site**
- 2 = satellite site**
- 3 = in the workplace**

Explanation

The centre should inform the EM/EV of all locations where the course is being delivered to ensure they select a suitable sample of candidate evidence. Your EM/EV will need to see evidence of a consistent approach to course delivery at all centres involved. They'll pick a sample of registered candidates from a variety of locations where the course is being delivered.

Evidence to meet this point could include details of addresses, staffing and contact details for reference. It may also be the case that over time the EM/EV will wish to visit all centres where the course is delivered.

3.10 The Internal Moderator(s) are mostly:

- 1 = based at the main site**
- 2 = satellite site**

Explanation

The EM/EV will need to select a sample across all IM/IVs to ensure consistency; they need to know where the IM/IVs work so they can select their sample before the visit.

Evidence to meet this point could include course location details and up to date names of all IM/IVs involved with the course.

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Resources

**External Moderator Report
(NQF Qualifications Only)**

Section 4: Resources (Staff/Physical)

Where Service Matters 

		1	2	3	4	5
4.1	The programme is adequately staffed					
4.2	Assessors are occupationally competent					
4.3	Internal Moderators are occupationally competent					
4.4	There is appropriate staff development provision for the programme					
4.5	Physical resources appropriate to the programme are provided					

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4.1 The programme is adequately staffed.

Explanation

There must be enough staff working on the course to enable assessment and internal moderation to take place as highlighted in the NCFE Qualification Specification. We don't specify the number of staff, however, it's essential to have at least one Assessor and one IM/IV for the course. It is possible to implement a system where Assessors and IM/IVs work across courses and take on the different roles required. If in doubt, consult your EM/EV.

Evidence to meet this point should include copies of staff's CVs and CPD together with copies of relevant certificates.

4.2 Assessors are occupationally competent.

Explanation

This will vary from course to course. The details of the occupational competence requirements for your course can be found in our Occupational Competence Guidelines document which you can download from our website www.ncfe.org.uk.

Evidence to meet this point should include copies of staff CVs, certificates and CPD records.

4.3 Internal moderators are occupationally competent.

Explanation

The IM/IV must have sufficient skills to moderate/verify Assessors' decisions, sample candidate evidence and ensure consistency and fairness in the assessment decisions. An IM/IV is also responsible for supporting Assessors by offering advice and guidance and these skills need to be demonstrated to the EM/EV during a visit. It's worth remembering that we also offer Assessor and Internal Moderator training for centre staff. Details can be found at www.ncfe.org.uk. You're advised to book early as these courses are very popular.

Evidence to meet this point should include copies of staff CVs, certificates and CPD records, along with IM/IV feedback to Assessor.

4.4 There is appropriate staff development provision for the Programme.

Explanation

All staff involved with the course should be given access to training to enable them to maintain and update their skills as required in the NCFE Qualification Specification. We don't specify amounts of time spent on staff development but any updates affecting your course should be accommodated as they take place. Staff development can also include keeping up to date with changes which are Government driven and are highlighted on a range of websites. Sharing of good practice is also recommended.

Evidence to meet this point should include a copy of your staff development programme and records of training undertaken such as CPD records.

4.5 Physical resources appropriate to the programme are provided.

Explanation

Relevant physical resources required to run your course can be found in the our Qualification Specifications. It may also be useful to create a list of standard teaching materials used to deliver a course.

Evidence to meet this point could include a tour of your centre's facilities.

A User Guide to the NCFE Visit Reports

Monitoring the Assessment Process

External Moderator Report (NQF Qualifications Only)		<i>Where Service Matters</i> 				
Section 5: Monitoring the Assessment Process						
		1	2	3	4	5
5.1	There is a planned programme of delivery and assessment methods available for the programme which meets NCFE guidelines					
5.2	Suitable arrangements have been made to ensure adequate liaison, consistency and standardisation with all satellite/outreach centres					
5.3	Assessment is internally moderated, and each unit/element of internally moderated evidence is named, signed and dated by the Internal Moderator					
5.4	Assessment records show accurate assessment tracking progress and achievement					
5.5	Each piece of individual candidate evidence is clearly identified as being attributable to that candidate					
5.6	Each unit of assessed evidence is named, signed and dated by the Assessor					
5.7	Sample dates agree with dates in the centre record (named, signed and dated)					
5.8	Assessment decisions are in accordance with national standards as outlined in the Qualification Specification via learning outcomes					
5.9	Did the learner receive written feedback after assessment?					
5.10	There are adequate procedures to ensure secure and safe storage and delivery of external assessment materials					
5.11	There are suitable arrangements to administer external assessments (in line with NCFE's conduct of external assessment guidelines)					
5.12	Adequate procedures exist to ensure secure and safe storage of current and completed candidate assessment records					
5.13	Representative samples of candidate work should be made available to NCFE, if requested					
If present, could the candidates confirm that the following had been explained?						
5.14	The requirements of the programme?					
5.15	The relationship between the evidence and the learning outcomes?					
5.16	Did they receive feedback after assessment?					

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5.1 There is a planned programme of delivery and assessment methods available for the programme which meets NCFE guidelines.

Explanation

Our Qualification Specification details the requirement for assessment, internal and external moderation/ verification for your course. As you'd expect, delivery and assessment of the course must be in line with our Qualification Specification and an example of course planning needs to be presented to your EM/EV during a visit.

Evidence to meet this point should include a planned programme of delivery such as a scheme of work, lesson plans, assessment plans and IM/IV sampling plans etc. Details of any specialist materials used could be highlighted. In addition IV sampling plans should be available.

5.2 Suitable arrangements have been made to ensure adequate liaison, consistency and standardisation with all satellite/outreach centres.

Explanation

It's essential that all staff have the chance to meet and discuss information related to the course. Standardisation meetings are really important and should take place throughout the year. The purpose of standardisation is to maintain consistency in the assessment practice and this can be achieved through sharing of candidate evidence, exchanging teaching practices and agreement on assessment practices to be used.

Evidence to meet this point could include meeting agendas, minutes and records of attendance.

5.3 Assessment is internally moderated, and each unit/element of internally moderated evidence is named, signed and dated by the Internal Moderator.

Explanation

Details of the assessment, internal and external moderation can be found in the NCFE Qualification Specifications. Your EM/V will be looking for evidence of summative unit feedback. A clear assessment decision should be available for each unit. A clear marking

method is needed and Assessors can annotate work if they wish to support the learner this would be formative assessment and they could then give their summative feedback at the end of the unit. The Assessor and the candidate don't need to sign every piece of evidence in the portfolio - they could create a declaration to go in the front of the portfolio to ensure authenticity.

Evidence to meet this point could include a record of staff signatures, assessment records and written feedback given by the IM/IV to the Assessors. It should be clear which comments are the Assessors' - this is where different colours may be useful. You can get example tracking documents from your EM/EV and/or from www.ncfe.org.uk under the download link.

5.4 Assessment records show accurate assessment tracking progress and achievement.

Explanation

A system for tracking candidate completion dates should be in place and kept up to date. This could be a spreadsheet recording all Assessors and candidates on your course. Candidates must be encouraged to 'take ownership' of their evidence and its presentation in a 'portfolio'. Portfolios also need to be indexed: this could be the centre's own design or the NCFE Candidate Learning Log. These can be downloaded from the NCFE website. Assessors are advised to keep an 'assessment completion record' including brief details of the type of evidence produced by each candidate against each unit.

Evidence to meet this point could include a table created in Word or similar which is held in a central location ie the course file. Your EM/EV will be able to offer advice on this area.

A User Guide to the NCFE Visit Reports

Monitoring the Assessment Process (continued)

5.5 Each piece of individual candidate evidence is clearly identified as being attributable to that candidate.

Explanation

Assessors are responsible for ensuring each candidate's evidence meets the rules of currency, validity, reliability, authenticity and sufficiency. This is part of the quality assurance expected within a centre. Candidates can confirm authenticity by signing and dating their evidence. This also shows that the assessment process has taken place throughout the course and not just at the end ie an 'end-loaded' situation which is frowned upon.

Evidence to meet this point could be seen by the EM/EV when they complete their sample.

5.6 Each unit of assessed evidence is named, signed and dated by the Assessor.

Explanation

All assessment decisions should be signed and dated when work has been assessed. This shows a clear audit trail of progression and avoids end-loaded assessment. The Assessors should agree dates with their IM/IV for when the different types of assessment will take place this will show that course planning has been integrated into the delivery. It's also good practice for Assessors to include constructive, written feedback to the candidate throughout the course to aid the learning process and provide support to the candidates.

Evidence to meet this point is as 5.5.

5.7 Sample dates agree with dates in the centre record (named, signed and dated).

Explanation

This point relates to the centre sampling plan, ie has the actual sampling followed the plan and been named, signed and dated. A matrix tracking system needs to be introduced to allow for the recording of 'planned' and 'actual' activities related to the IM/IV process. An example of a sampling plan may be downloaded from our website.

Evidence to meet this point could include a spreadsheet which is held in the course file.

Web: www.ncfe.org.uk

Email: info@ncfe.org.uk

Tel: 0191 239 8000

5.8 Assessment decisions are in accordance with national standards as outlined in the Qualification Specification via learning outcomes.

Explanation

It's important that all Assessors base their assessment decisions on the same Qualification Specification. Standardisation meetings will highlight discrepancies in assessment decisions and should be a regular part of course management.

Evidence to meet this point could be demonstrated during conversations with the assessment team.

5.9 Did the learner receive written feedback after assessment?

Explanation

The External Moderator will need to see that marking has taken place. Even a simple tick can show the work has at least been read. If no annotations are made then generally the summative feedback should be more detailed. Positive and constructive feedback should be given to each candidate as the course progresses. It should contain enough detail to allow a candidate to formulate a response and you should be aware that both verbal and written feedback must be given to candidates. Assessors should check with candidates that they're happy to receive written feedback directly on their evidence and, if not, a separate feedback sheet could be used. A sample is available for download from the NCFE website or from your EM/EV.

Evidence to meet this point will be demonstrated to the EM/EV by copies of feedback sheets.

5.10 There are adequate procedures to ensure secure and safe storage and delivery of external assessment materials.

Explanation

Our publication 'Regulations for the Conduct of External Assessment' should be made available to all staff involved in the external assessment of courses.

Evidence to meet this point could be demonstrated to the EM/EV by viewing the storage facilities within the examination centre.

5.11 There are suitable arrangements to administer external assessments (in line with our Regulations for the Conduct of External Assessment guidelines).

Explanation

Regulations for the Conduct of External Assessment should be made available to all staff involved in external assessment.

Evidence to meet this point could be demonstrating the system used within a centre to your EM/EV.

5.12 Adequate procedures exist to ensure secure and safe storage of current and completed candidate assessment records

Explanation

Assessors are advised to hold a central record of candidate achievement for presentation to the EM/EV. Centres should provide and advise centres of secure storage facilities.

Evidence to meet this point could include demonstrating the system to your EM/EV.

5.13 Representative samples of candidate work should be made available to NCFE if requested.

Explanation

A representative list of your registered candidates showing the names of their Assessor and IM/IV should be sent to the EM/EV prior to a visit. Your EM/EV will use this list to select their sample. You should advise your EM/EV of any withdrawn candidates before the visit. Over time your EM/EV will look at a sample of candidate evidence from each Assessor and IM/IV working on your course to ensure consistency in approach.

Evidence to meet this point could include a spreadsheet with a column for the candidates, the Assessors and their IM/IV. It's best practice to forward a copy of your records to your EM/EV before the visit so they can send you a list candidates to be viewed during the visit.

Questions to candidates

5.14 The requirements of the programme.

Explanation

Some candidates may be available to talk to your EM/EV during a visit. It's imperative that all candidates are given information about their course and are shown how to track evidence in their portfolios. This could be through using the NCFE Candidate Learning Log or their own log book.

Evidence to meet this point will come from discussions between your candidates and your EM/EV. It isn't essential that your EM/EV meets all of your candidates during the visit. You can agree the numbers with your EM/EV prior to the visit.

5.15 The relationship between the evidence and the learning outcomes.

Explanation

Assessors and IM/IVs must be satisfied that candidates have understood and achieved all learning outcomes before deciding whether a candidate has been successful. The learning outcomes should be explained throughout the course so each candidate is aware of what is required to pass the course.

Evidence to meet this point will be the same as 5.14

5.16 Did they receive feedback after assessment?

Explanation

Assessors are responsible for supporting candidates throughout the assessment process, therefore annotated feedback needs to follow each piece of evidence produced. Feedback is vital for candidates to develop and your EM/EV will look for evidence of this during a visit.

Evidence to meet this point will be the same as 5.14.

A User Guide to the NCFE Visit Reports

Internal Moderator or Internal Verification

**External Moderator Report
(NQF Qualifications Only)**

Where Service Matters



Section 6: Internal Moderation

		1	2	3	4	5
6.1	Individuals are eligible to practise as Assessors, in accordance with NCFE guidelines. Please refer to NCFE's Occupational Competence Guidelines					
6.2	Assessors have full, up-to-date NCFE documentation					
6.3	Allocation of Assessor responsibilities is clear and meets the needs of candidates and Assessors					
6.4	Assessors have been provided with accurate advice and support to enable them to identify and meet their training and development needs					
6.5	Assessors have been assisted with arrangements for candidates with special assessment requirements (where applicable)					
6.6	Assessors have been assisted in resolving disputes and appeals (where applicable)					
6.7	There are adequate opportunities for Assessors and other team members to meet and discuss assessment and quality assurance issues					
6.8	Assessors are provided with relevant support to achieve consistency in assessments and are given accurate advice on the use of different types of evidence					
6.9	Sampled judgments of evidence and assessment decisions are regularly checked against the national standards					
6.10	Assessors have been provided with clear and constructive feedback on judgments of evidence, assessment decisions and record keeping methods					
6.11	Assessors are given clear explanations of any identified needs for improving assessment practices					
6.12	Up-to-date records showing judgments of evidence, assessment decisions and candidate records have been maintained					
6.13	Adequate time has been allocated to carry out internal moderation duties					
6.14	The centre meets programme requirements for candidate attendance as appropriate					

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6.1 Individuals are eligible to practise as Assessors, in accordance with NCFE guidelines. Please refer to the NCFE Occupational Competence Guidelines.

Explanation

For guidance please see the NCFE Occupational Competence Guidelines available from the NCFE website. Staff don't always need to be qualified Assessors, they only need experience in the subject area.

Evidence to meet this point will include staff CVs, qualifications and records of training attended.

6.2 Assessors have full, up-to-date NCFE documentation.

Explanation

The IM/IV should ensure that all staff involved in the assessment process have the correct NCFE documentation. Copies of relevant publications can be found on our website www.ncfe.org.uk. This is important to ensure a standardised approach to course delivery and assessment.

Evidence to meet this point will include records of induction meetings with staff.

6.3 Allocation of Assessor responsibilities is clear and meets the needs of candidates and Assessors

Explanation

A centre must show that all assessors and IM/IVs fully understand their roles and requirements of the course.

Evidence to meet this point will include copies of job descriptions.

6.4 Assessors have been provided with accurate advice and support to enable them to identify and meet their training and development needs.

Explanation

IM/IVs must support the Assessor as this forms part of the centre quality assurance process. The IM/IVs feedback should help the Assessor identify any areas of improvement in their assessment process. The IM/IV acts as the centre's internal quality assurance person. NCFE offers IM/IV and Assessor training - see our website for more details.

Evidence to meet this point will include records of standardisation meetings and IM/IV feedback to Assessors. A sample feedback record to Assessors is available to download from our website.

6.5 Assessors have been assisted with arrangements for candidates with special assessment requirements (where applicable).

Explanation

Candidates with special needs may benefit from extra tuition. A basic skills test will help to ensure candidates are registered on the correct level of their course.

Evidence to meet this point will include details of the curriculum offered and the support programme.

6.6 Assessors have been assisted in resolving disputes and appeals (where applicable).

Explanation

See the NCFE guidance document NCFE Appeals and Enquiries about Results for assistance.

Evidence to meet this point will include copies of your centre records.

6.7 There are adequate opportunities for Assessors and other team

Explanation

Standardisation meetings should take place throughout the course to ensure consistency in delivery. You'll need to record minutes from these meetings.

Evidence to meet this point will include records of meetings.

6.8 Assessors are provided with relevant support to achieve consistency in assessments and are given accurate advice on the use of different types of evidence

Explanation

The IM/IV should identify good practice and share it with Assessors to ensure consistency in assessment. The IM/IV must provide support and feedback to Assessors as part of the centre's quality control process.

Evidence to meet this point will include records of standardisation meetings and feedback to Assessors.

A User Guide to the NCFE Visit Reports

Internal Moderator or Internal Verification (continued)

6.9 Sampled judgments of evidence and assessment decisions are regularly checked against the national standards.

Explanation

All staff involved with the programme must be familiar with the NCFE Qualification Specification. The IM/IV should use a sampling plan as the course progresses and not just at the end of the course. An example sampling plan can be downloaded from our website.

Evidence to meet this point will include records of standardisation meetings.

6.10 Assessors have been provided with clear and constructive feedback on judgments of evidence, assessment decisions and record keeping methods.

Explanation

The IM/IV feedback must offer constructive support to the Assessors. Assessors should be given written feedback and ongoing support. You may find it useful to download the templates in connection with IM/IV sampling from our website.

Evidence to meet this point will include records of standardisation meetings.

6.11 Assessors are given clear explanations of any identified needs for improving assessment practices.

Explanation

IM/IVs need to highlight best practice or areas for improvement. This should be given for various stages of the assessment process. In all cases feedback to the Assessors must be given.

Evidence to meet this point will include records of standardisation meetings and feedback to Assessors.

6.12 Up to date records showing judgments of evidence, assessment decisions and candidate records have been maintained.

Explanation

A system of recording candidate progress and achievement should be in place and there should be a clear audit trail to track candidate progress over time. You may find it useful to download the templates in connection with IM/IV sampling from our website.

Evidence to meet this point will be seen within section 5 and within the course file.

6.13 Adequate time has been allocated to carry out internal moderation duties.

Explanation

The IM/IV process must be carried out throughout the course and not at the end only. We don't state an amount of time to be spent on this, however, the EM/EV will need to see evidence of the process.

Evidence to meet this point will be seen in the IM/IV records.

6.14 The centre meets programme requirements for candidate attendance as appropriate.

Explanation

Please see the NCFE Qualification Specification for details. Your EM/EV will assess the suitability of a centre's teaching environment using the course requirements for guidance.

Evidence to meet this element will be seen throughout the visit by your EM/EV.

Sampled Candidates

This section will be populated with candidates from the sample list. Your EM/EV will choose their sample and let you know the details before the visit. EM/EVs will choose

their sample based on the number of candidates, Assessors and IM/IVs on the course. During the visit you'll discuss the evidence used in the portfolios. This area of the report is very straightforward.

External Moderator Report (NQF Qualifications Only)

Section 7: Sampled Candidates

Where Service Matters



Batch No.	Session	Status	Candidate Name	Assessor Initials	IM Initials	Sources of Evidence	Level	Action Required

Status Codes

N – New, M – Mid, F – Final, L – Left

Key to Evidence Source Codes

1 = Natural Performance 2 = Simulations 3 = Project/Assignment 4 = Questions (Oral/Written)
5 = Candidate Report 6 = Peer Report 7 = Prior Achievement 8 = Witness Statement 9 = Other

Reliability of Assessment

A = Assessment is as expected and fully consistent. No remedial action required by Centre.

B = Discrepancies are within tolerance: Remedial action to be put in place for next session

C = Discrepancies are outside the tolerance: centre must re-assess all portfolios and NCFE will request a new sample to ensure action has been taken

D = Assessment is very inaccurate and/or inconsistent: Centre must carry out required remedial action, and pay for an extra visit by the External Moderator

No Candidate Sample Data

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Feedback to Centres

During the visit your EM/EV will gather evidence for the paragraphs in section 8. You can contribute to these

sections through discussion with your EM/EV. The information here is to support you throughout the course so please contact your EM/EV for advice or to discuss this.

External Moderator Report (NQF Qualifications Only)

Where Service Matters



Section 8: Feedback to Centre

Identify any learning outcomes which are being misinterpreted:

Comment on the quality and accuracy of feedback given by Assessors to Candidates:

Comment on the quality, accuracy and frequency of feedback given by Internal Moderators to Assessors:

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Action Plan for Centre

This section will be populated with any area of the report that has a score of 2, 3 or 4. If there are any areas for improvement you'll receive an '**Action Point**' or a '**Suggestion**' and a description of what should be done before the next visit.

An Action Point will explain exactly what you need to do and will have an owner and a timescale. You might get a

suggestion to improve an area. The difference between the 2 is that a '**Suggestion**' doesn't have to be completed but an '**Action**' does.

Your EM/EV should explain what will appear in this section before they leave your centre. Please ask about any areas you're unsure of during the visit and when you receive your report. Remember that the EM/EV is there to offer help and guidance throughout the process.

External Moderator Report (NQF Qualifications Only)

Section 9: Action Plan for Centre

Where Service Matters



Issue:	Management Systems & Administrative Arrangements (including Equal Opportunities, Appeals and Access to Assessment Policies and Procedures)	Reference:	
Action Required:			
By Whom & When:			
Issue:	Resources (Physical/Staff)	Reference:	
Action Required:			
By Whom & When:			
Issue:	Assessment	Reference:	
Action Required:			
By Whom & When:			
Issue:	Internal Moderation	Reference:	
Action Required:			
By Whom & When:			

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Action by External Moderator/NCFE

This area of the report is designed to pass information onto NCFE head office. Your EM/EV will also record whether you may continue to deliver the course.

External Moderator Report (NQF Qualifications Only)

Where Service Matters



Section 10: Action By External Moderator/NCFE

	Action Required	By When
External Moderator		
Head Office		
May the centre continue to offer this programme? Yes/No		

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Additional Information Sheet

During the visit your EM/EV will make notes on areas of good practice. You'll find this section full of supportive feedback on your course delivery and examples of good practice seen during the visit. You're encouraged to talk through any issues you have and to utilise the experience of the EM/EV.

We hope you find this document useful and that you

feel more confident in working through the visit report.

If you have any more queries NCFE can arrange a separate introductory visit designed to your specific needs. Please note an extra cost may be incurred.

Good luck with your visits and if you have any feedback on this guide please let us know! Call 0191 239 8000, email info@ncfe.org.uk or visit our website www.ncfe.org.uk.

External Moderator Report (NQF Qualifications Only)

Section 11: Additional Information Sheet

Give details of good practice being demonstrated by the centres.

Where Service Matters



Course organisation/management

Assessment methods

Internal Moderation

Any additional comments

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Notes

Notes

Contact Us

NCFE
Citygate
St James' Boulevard
Newcastle upon Tyne
NE1 4JE

Tel: 0191 239 8000
Fax: 0191 239 8001
Email: info@ncfe.org.uk
Website: www.ncfe.org.uk

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ONLINE ASSESSMENT



NCFE's Online Assessment system is a fantastic way to have full control over scheduling external assessments. No more hassle with exam papers, just choose a date and time and you're ready to go!

Read on to see how NCFE's Online Assessment system can save you time, money and make your life easier...

Saving you time...

You can:

- ⦿ enter all candidates at the click of a button
- ⦿ search more easily for candidates using their names.



Saving you money...

You get:

- ⦿ unlimited free resits. What's more, if a candidate doesn't attend the assessment, we won't charge you!

Making your life easier...

It allows you to:

- ⦿ enter candidates for a remote assessment - this will mean that centres with wireless internet won't be disrupted
- ⦿ view practise assessment feedback
- ⦿ stop and re-start assessments for reasonable adjustments and emergencies
- ⦿ cancel and un-cancel assessments
- ⦿ request larger time adjustments for candidates who need it
- ⦿ enter pirate candidates locally to complete assessment on demand.

Go on, find out more...

For a full list of the qualifications eligible for Online Assessment, why not visit www.ncfe.org.uk/onlineassessment where you can access high quality user manuals and tutorials.

If you need any more help and advice on getting started with Online Assessment, please contact your Centre Support Assistant on **0191 239 8000** who'll be only too happy to help.